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ABSTRACT

The Center for the Study of Migrant and Indian Education has recognized the need to develop special materials to improve the non-Indian's understanding of the differences he observes in his Indian classmates and to promote a better understanding by American Indian children of their unique cultural heritage. The Greedy Little Boy is a traditional legend, a legend which tells, through the behavior and adventures of a small boy, why the racoon has black eyes and a banded tail. The filmstrip unit and 2 accompanying picture story books are intended for children ages 4-7 and are done on 2 levels--Level A for nonreaders and Level B for beginning readers. Each unit is centered around 10 sequenced lessons, with 1 lesson being presented in the classroom each day. Examples of unusual features of the lessons include (1) background cultural notes for the teacher and aide; (2) involvement of parents and community people as resources; (3) the use of a Yakima Cultural Corner in the classroom for the duration of each unit, complete with a large teepee; (4) creative dramatization lessons using the "Magic Circle"; (5) teaching procedures intended to reduce stress on the children and increase their enjoyment and involvement; and (6) outdoor and indoor activities. The Teacher's Manual contains descriptions of the materials and instructions. Parental involvement activities which the child does at home with his parents and suggestions regarding ways to involve resource people, hopefully Yakima people, are also included. The materials are centered around the sound filmstrip. (EF)

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ED 068239

THE GREEDY LITTLE BOY

TEACHER'S MANUAL

[WITH UNITS FOR LEVELS A AND B]

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YAKIMA CULTURAL UNITS NEARING COMPLETION

The Center is at the mid-point in the development of two Yakima Indian cultural units — **Little Bear**, a story dealing with the encounter of a small Yakima boy with the giant Four Toes, and **The Greedy Little Boy**, a legend which tells, through the behavior and adventures of a small boy, why the racoon has black eyes and a banded tail. The filmstrips and recorded narrations for both units were done by Mr. Larry George, a Yakima artist and story-teller. The development, writing and field-testing of the teacher's manuals and supporting materials is being done by Dr. Dale Otto.

The units are intended for children from the ages of 4 to 7, and are done in two levels — Level A for children who have not yet started reading, and Level B for those who are beginning readers. Each unit is centered around ten sequenced lessons, with one lesson being presented in the classroom each day. Unusual features of the lessons include:

- —background cultural notes for the teacher and aide;
- —involvement of parents and community people as resources, and involvement of parents in home learning and discussion activities;
- —the use of a Yakima Cultural Corner in the classroom for the duration of each unit, complete with a large teepee;
- —creative dramatization lessons using the "Magic Circle;"
- —teaching procedures which are intended to reduce classroom stress on the children, and increase their enjoyment and involvement in the units;
- —outdoor as well as indoor activities.

The units are now being revised on the basis of field-test results in four classrooms, and will be completed and ready for circulation to schools in June, 1972. Curriculum development procedures used in this project will also serve as a model for other curriculum development projects the Center is engaging in.

CENTER FOR THE STUDY OF MIGRANT AND INDIAN EDUCATION
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INTRODUCTION

Although the research and development of diverse educational curriculum materials for school-age children is expanding, few instructional materials have been developed to improve the non-Indian's understanding of the differences he observes in his Indian classmates. Moreover, little has been done to promote a better understanding by Indian children of their unique cultural heritage. Though isolated attempts have been made to improve this situation, non-Indian children still remain uninformed and Indian children are still experiencing failure and frustration.

The Center for the Study of Migrant and Indian Education has recognized the need to develop special materials to bridge this gap in the child's education. The content of the materials developed should provide for broad application, both practical and general. The materials should also interest the child and inform him while he is learning. It is for these reasons that the Center has developed a multi-media approach to providing learning experiences about Yakima Indian culture and heritage. This filmstrip unit is part of the approach which also includes tape recordings, storybooks for pre-readers and beginning readers alike, and coloring sheets. It is one of two completed teaching units in a proposed series.

"The Greedy Little Boy" is a traditional legend. Through a creature who is part boy and part animal, and his human grandmother, the legend teaches the value and necessity of having adequate food stored for winter, the unhappy aspect of greed, and how a boy realizes greater responsibility in regard to providing food. The boy/animal creature is very similar to a raccoon, and so we also learn how the raccoon got black eyes and a banded tail - his grandmother beat him for the very serious blunder of eating stored winter food. In the course of the story, you and your children will gain a bit of the flavor of traditional legends and will will also appreciate the value of teaching young children through the medium of powerful, vigorous stories.

For the convenience of those who use these materials, the Teacher's Guide contains descriptions of the materials and instructions for their use. Parental involvement activities which the child does at home with his parents are also included, as are suggestions regarding ways to involve outside resource people, hopefully Yakima people.

The legend of "The Greedy Little Boy" was re-told by Mr. Larry George, a Yakima Indian artist and story-teller. Mr. George designed and carried out the art work for the accompanying filmstrip and narrated the story. He also directed the art work for the Picture Story Book, which was carried out by Mr. Nathan Olney. Dr. Dale Otto conceptualized, designed and wrote the Teacher's Manual and supporting materials for this unit, and coordinated its preparation, field-testing, revision, and production.

Lloyd M. Gabriel, Ed. D.
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Study of Migrant and
Indian Education

THE METHODS

I. Emphasis on the Children's Success

A fundamental goal of this unit is that all children experience success. To reach this goal, it is basic that a child feel confident before he is called on to respond or perform in a lesson. Because of this, we encourage you to call on children who volunteer. One way of showing that you are ready for children to volunteer is to raise your hand when you want a child to respond, indicating that any child who is ready should raise his or her hand. Throughout the lessons, there are reminders for you to call on volunteers. Another advantage of using this procedure is that it helps you to not use questions about the story as a discipline tool by directing questions at children who you feel aren't listening. It is important that the children consistently see the process of asking and answering questions as being a primary, non-threatening learning tool and not as a form of punishment.

Another way in which the children's success with the materials is supported is through the questioning techniques and topics suggested. We have tried to ensure that the children are well prepared before being asked to answer a question, and through the technique of GRADED DIFFICULTY QUESTIONS, the teacher is able to choose the type of question which a child is likely to be able to answer. (See Lesson 3 for a brief explanation of GRADED DIFFICULTY QUESTIONS.)

You will need an aide in most of the lessons. If you do not have an aide, we strongly suggest that you get one or more volunteers parents or older students to assist you. Parent involvement is stressed throughout the materials, and using volunteer parents as classroom aides is another good way to include parents. This does require careful planning, however.

II. Emphasis on Yakima Culture

Another strong goal of this unit is to clearly present some aspects of traditional Yakima culture to the children in a strong, positive and accurate light.

One device for supporting this goal is the Yakima Cultural Corner. We urge you to prepare a corner of your classroom for the duration of the unit, where you can erect a teepee, place the wall pictures, and carry out all lesson activities. Each lesson contains information on the arrangement of the Cultural Corner. In addition to providing an interesting, fun addition to the room and setting for the activities, establishing a Cultural Corner will also give tangible, conceptual evidence to the children regarding the underlying fact that a culture is an intact, complete system, which meets the needs of the people of a given culture at a given time. The children can also use the Cultural Corner for play during free time.

We also strongly suggest that if possible, you include an older Yakima as a resource person. Several lessons call for such a person, and your incorporating him or her into the unit in the ways suggested would lend greater meaning to the culture aspects of the story and activities.

THE MATERIAL

The materials supplied with this unit are centered around the sound filmstrip story and the Teacher's Manual. Other materials have been included for use in the Unit. The Manual is organized as follows:

Introductory notes, including descriptions of the background of the Unit and procedures and lessons suggested;

The lessons, prefaced with necessary by background information notes which are printed on the same color of paper as these introductory notes are.

The unit is designed to take two weeks, with one lesson being taught each day. The ten lessons are characterized by explicit directions and have been carefully sequenced, but there is still considerable room for you and your aide to creatively modify or extend each lesson. We do suggest, however, that you follow the lessons and their order as closely as is compatible with your own teaching methods.

The first lesson should be taught on a Friday afternoon. It and several other lessons require some advance planning and preparation, so be sure that you study the Manual carefully at least a week prior to beginning the Unit.

The lessons are printed sideways on the page to facilitate your using the Manual, if you wish to, during the lesson. The lessons are written for the teacher and aide, and sequentially list the steps which should be followed.

Each lesson is structured as follows:

Introductory section:
- -the objective for the children of the lesson;
- -an explanation of the objective;
- -a list of the materials needed in the lesson, including those supplied by the Center and those to be supplied by the teacher;
- -notes concerning advance preparation the teacher should make, at least one day in advance;
- -notes concerning any special procedures used in the lesson;

The lesson:
- -a diagram of the classroom layout for the lesson;
- -PRESENT -that part of the lesson where the teacher introduces, or presents the lesson to the children;
- -PARTICIPATE - that part of the lesson where the children actually take part in the activity;
- -EVALUATE - that part of the lesson where the children and teacher assess what the lesson accomplished, and what it meant to the children. This part also includes parent activity and evaluation, a suggestion of how to relate the unit to the child's home and involve his or her parents.

The time required for each lesson varies from 30 to 50 minutes. Each lesson should be scheduled at the same time each day, at a good time of the day when the children's interest is maximum.

We have included an evaluation form at the end of the manual which we sincerely hope you will complete and return to us. Please refer to it at the end of each lesson, as there are a few items which are specific to each lesson after it has been taught.

ADVANCE PREPARATION, AND PROCEDURAL NOTES

The following preparations should be organized and made at least a week in advance of your teaching the unit:

1. View and listen to the filmstrip and tape recording in order to get acquainted with the story, and to facilitate your handling of the introductory lessons (Lessons 1 and 2).

2. Arrange for your resource person or persons, preferably Yakima people:

   Lessons 1 and 2 need a resource person who can discuss the importance of hunting in the olden days, and how the bow and arrow were used;

   Lessons 3 and 4 need a resource person who can discuss the aspects of traditional Yakima culture called for in such lesson.

3. Plan your room's Cultural Corner and gather the necessary materials for erecting the teepee (Lesson 1). Also, read through the subsequent lessons to plan for acquiring other necessary materials and supplies. It is important for you to have one walnut and one apple for each child for Lesson 2.

4. Lessons 6, 7 and 8, the Creative Dramatization lessons, should be done outdoors, if possible. Be sure to read these lessons in advance to prepare as is necessary. Lesson 8 suggests that you invite the children's parents to attend. If you decide to do this, invite them early enough to arrange their schedules.

Lesson 1 should be taught on a Friday, so if at all possible, schedule your curriculum to allow you to do this.

There are numerous, optional coloring sheets in this unit, for you to duplicate for your children's use. After studying the manual, you may see ways in which you will want to add to the ways we suggest they be used. For example, you may want to assemble and staple them into end-of-unit booklets for each child. Or you may want to use them as starting points for individual children's "language experience" activities or readers. Or you may want to make your own pre-primers by carefully printing short, simple, relevant sentences at the bottom of a coloring page master so they are duplicated along with the drawing.

The picture story books may also be used for "language experience" activities, whereby you print or type narratives about each picture as dictated by a child. The child may then want to draw his own picture to illustrate his story. The picture story books may also be informally used by small groups of children who tell the story to each other in their own words as they go through the book.

Such activities should follow, or accompany Lessons 2, 3 and 4, rather than coming before the children have gotton familiar with the legend of The Greedy Little Boy.

CULTURAL NOTES, LESSON ONE

Discussion Topics in this Lesson and Background Information for the teacher and aides:

A. WHY THE TEEPEE WAS USED, AND ITS ADVANTAGES

The teepee was an ideal dwelling for Yakima Indian people. Its shape was purposely designed for shedding rain and snow. It is still used today in some instances, as for encampments.

The opening at the top of the teepee served as a chimney. When a fire was burning, the smoke could escape easily because of the circulation.

During summer months, the teepee was quite confortable. Again, this was because of the excellent circulation. All that had to be done was to open the front flap.

Teepees came in all shapes and sizes. Some were made of tules (a type of strong reed) and others were made of animal hides such as deer or elk.

The teepee that was made of tules was sometimes very long. This gave it an appearance similar to that of a long house, and often 3 or 4 families were housed in one.

The tule teepee was easy to store. When the family or families decided to move, a hole was dug and the teepee was taken down and stored in the ground.

The hide teepee was usually taken with the family when they moved. The poles were used to make a travois that was pulled behind a horse, and the hide was used to cover the load.

B. HOW MANY PEOPLE LIVED IN A TEEPEE, AND THEIR FAMILY RELATIONSHIPS

Each family had its own teepee. If the family was large, there might have been one or two smaller teepees to shelter all members of the family comfortably.

Some teepees measured 18 feet high x 18 feet in diameter.

C. HOW A GROUP OF TEEPEES MADE UP A LIVING UNIT VERY SIMILAR TO A VILLAGE OF TODAY

Indian teepee villages were similar to small towns of today in one important respect. Both were located in areas where people could make a living.

Indian teepee villages were erected in areas where game, roots, and berries were available. The town of today is located in areas where industry and agriculture exist. This is so people can find jobs, which provide their subsistence.

D. TRADITIONAL YAKIMA FOODS

This legend centers, in part, on food. For your information, and in case you wish to expand on the topic of Yakima Indian traditional foods with your class, we have included a list of many traditional fruits and vegetables. Your resource person would also most likely enjoy reading through this list.

The list begins on the following page.

TRADITIONAL YAKIMA INDIAN FOODS

English Name	Yakima Name	Note
Acorns	Wa-wa-chēē´	Baked overnight in ground ovens, then boiled 2 hours, leeching off the bitter juice. You will hear this word in the legend.
Hazelnuts		
Pine nuts		
Indian Potato	ă-nā-pŭsh	Boiled. Stored fresh in pits. Dug from damp soil in hills in June.
	mä´-män	Eaten fresh or mixed into cakes with su-ki-a-wa (breadroot). These cakes are called sup-ki-toot bread.
	pän´-ko	Eaten raw. Dug around June. A little white flower, white bulb with brown skin.
Indian Onion	s-tŭp´-să	Eaten fresh or roasted in a ground oven overnight. Dug on dry slopes in June.
	klou´-ĕ	Eaten fresh or roasted in ground ovens for 24 hrs. Dug in May from slightly damp soil in foothills.
	stŭ-nŏ	Dug in May from damp soil in foothills. Eaten fresh or roasted in ground oven.
Indian Carrot	sa̤o̤-ĭtk´	Eaten fresh or boiled. Tastes very much like our present carrot, except it has more flavor and is sweeter. For storage, it is kept fresh in a pit in the ground or is boiled, mashed, and dried into cakes. Dug in July in hills from damp soil. Dry for mush and biscuits.
Sweet Potato	pe-lua	Dug in June. Eaten raw or steamed.
- - -	pox-pox	Similar to camas. Dug in spring.
- - -	sput-y-lon	Dug in May. A bitter root boiled into a white jelly.
- - -	me-san-e	Dug in October.
Indian Rhubarb	- - -	Eaten raw.
Breadroot	Kä̤o̤s	Ground raw into cakes. Dug in April, in dry soil on the brow of hills.
	sŭ-kī-ă-wă	Ground raw into cakes, often with ma man to form sup ki toot. Dug in April.
	shkōō´-kōōl	Ground and pressed into cakes. Dug in April.

Bitterroot	pā-ắ-kā	Peeled and dried for storage. Boiled into soup, baked, or steamed. Often mixed with something else such as salmon or berries. Dug on dry slopes in April. Also has medicinal value.
Camas	wä́-kä́-mō	Baked 24 hrs. in ground oven, often with black pine moss which is a favorite of the old Indians. It is boiled for 15-30 minutes and mashed into cakes for storage. Dug in April-May from damp soil in foot hills. Apparently the Camas which grows in lower areas is bitter and is not used.
Harvest Brodelia	sŏŏtks or satuse (blue)	Boiled about 1/2 hr. Gathered in slightly damp soil on low slopes in May. Roasted.
	sootks or să-tŏŏ-ks (white)	Boiled about 1/2 hr. until tender. Gathered late May in slightly damp areas.
Wild Celery	Cu-sia ¯ ´	Early variety. Dug on dry flats. The shoot is dug before it leaves the ground and is eaten fresh. The root is ground up into a mush.
Mushrooms	cūs-cŭs-să ˘ ´	Several varieties are eaten.
Squaw's Cabbage	- - -	Gotten from February to July and eaten raw or cooked.
- - -	Pot-la	Leaves like the tops of carrots. Root is large and long.
- - -	no-nas	Long, blade-like leaves similar to the tops of onions.
Black Pine Moss	Kōnch	Soaked in water to remove a bitter taste, then ground, then roasted in a ground oven overnight. It is often roasted with Camas, a favorite of the old people. When it is roasted, it looks much like tapioca. Kōnch doesn't have much food value, and it apparently doesn't have much taste, but it is very filling. Therefore, it is usually mixed with something else such as huckleberries or camas.
Huckleberry	wā́-wē-nō	Eaten fresh or dried for storage. The old people dried them at the berry patch by burning out a fallen log, then stirring the berries in the log while it was still smouldering. The huckleberry is often mixed with other foods such as salmon, konch, etc.
Elderberry	wap-e-a-tah	Flowers made into tea to use for the itch and sprains; berries used as food; hollow wood of the plant is also used.

Juneberry		
Chokecherry	tu-nush	
Wild strawberry	hem-tock-shick-mish	
Oregon Grape		The berry is eaten
	kăl$\breve{o}\breve{o}$(h)	A leaf which foams when beaten in cold water, making a beverage like soda pop
Salal	Shallun	Syrup and a bread are made from the berries.
Blueberry	a-lit-tel-meek	Syrup and a bread are made from the berries
Blackberry	Ka-kosh	
Wild currant	ha-num	
Wild cherry	tu-mish	Seeds opened, crushed and dried
Sarviceberry	a-tona-tona	
Thimbleberry	a-to-nah	
	pō(k)-lă	Grows in dry areas - like kouse.
	saloos	Found near mountain streams
Sunflower	cathleă	Grows on flats. Stems are eaten
	pē-ĕct	Grows in hills and in dug in June. Stems are eaten.
	sach-he	Dye made from root; also gum. Stems eaten raw when tender
	mŭsh-awe	Longroot which is boiled. Dug in hills in May.
Wild Tulip	Nŭnŏŏs	The bulb is boiled and eaten
Wild waterlily	Stĭs-tīngs	The root is boiled and eaten. Grows in high lakes
Buttercup	- - -	Seeds parched on flat rocks, then ground
Fern	tom-ski-sku-la	Root used as dye.
Yellowbell	sĭ-kă-nē	Boiled.
Indian tobacco	ki-ni-ki-nik	The leaf is dried, crushed, and smoked.
Pine gum	- - -	The hardened pitch from the pine tree is chewed as gum.

LESSON ONE: PREPARATION

THE GREEDY LITTLE BOY

OBJECTIVE:

The children will prepare the Yakima Cultural Corner, and will discuss some aspects of traditional Yakima culture.

EXPLANATION OF OBJECTIVE:

This lesson is intended to prepare the children for the unit. By involving them in the setting-up of the teepee and decorating the corner with the large pictures, they will be able to see first-hand some of the features of the teepee. In addition, you will be able to naturally discuss a small number of aspects of traditional culture which pertains to this unit. The Cultural Corner is intended to serve as a primary room focus for the unit, enhancing the children's ability to learn about traditional Yakima Cultural as different in many ways from present-day culture, but one which was just as good and complete. It also serves to give the classroom a general Indian orientation, which you may wish to capitalize on in the course of this unit in other parts of your curriculum.

MATERIALS:

Center-Furnished

4 wall pictures, 11" x 17"
1 teepee plan and decoration diagrams
1 letter to parents master

Teacher-Furnished

Teepee materials (See teepee diagram and directions)
Masking tape
Heavy string
Modeling clay
Paper, pencils, crayons, or paints and brushes for teepee decoration
Copies of the letter to parents, one per child
Resource materials on raccoons

ADVANCE PREPARATION:

a) Prepare your resource materials on raccoons, and on legends.

b) Assemble and prepare the teepee materials well in advance of the lesson.

c) Invite an outside resource person to discuss aspects of traditional culture, such as the role of legends, traditional foods and their preparation, and food storage for winter. The same resource person can be used in Lesson 2, 3 and 4.

d) Prepare a ditto and copies of the letter to parents master, enough for one copy per child.

PROCEDURAL REMARKS:

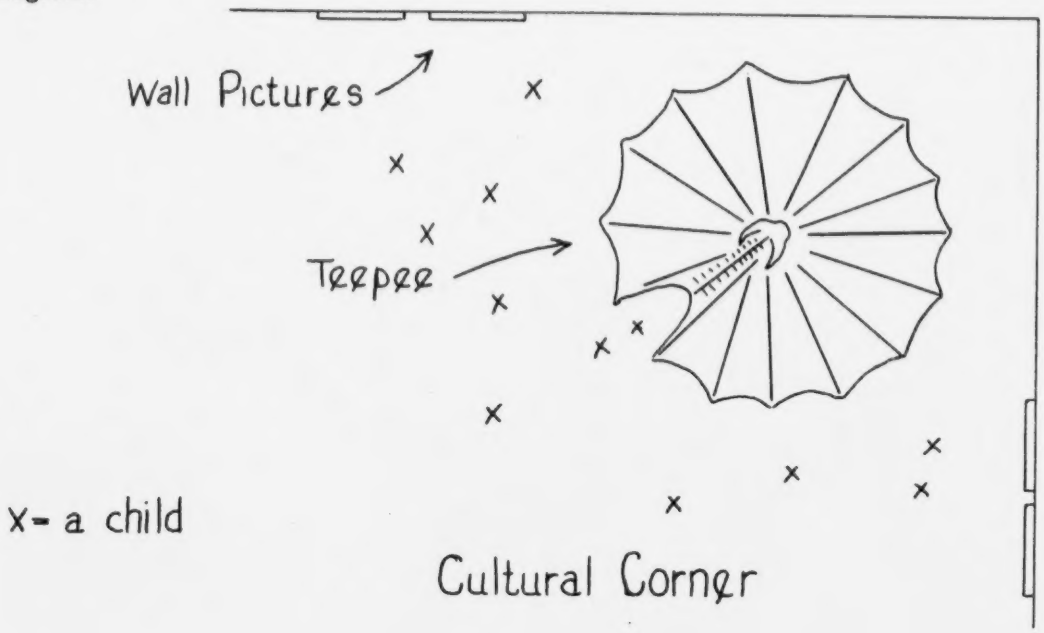
a) This lesson should be done on Friday, preferably as an afternoon lesson, so the children's interest will carry over to Monday.

b) Involve the children as much as possible in the setting-up of the teepee and other parts of the Cultural Corner, and use the discussion questions to both draw out from the children understandings they may already possess as well as to present information to them. You, the children and their parents, or your resource person may also be able to furnish additional traditional Yakima materials and artifacts for the corner. If your aide is Yakima, or if you include a Yakima as an outside resource person in this lesson, it would be helpful to fully involve that person.

c) Using the teepee decoration diagram as guides, help some children prepare and color the teepee decorations. Each decoration should be done on a separate sheet of paper, cut out and pin securely to the teepee.

d) Spend only enough time discussing the raccoon to make sure your children are acquainted with this animal-his appearance and general nature. A few minutes should do.

Classroom Diagram:



Materials:

Teepee materials
Decorating materials
Wall pictures
Masking tape
Heavy string
Modeling clay
Resource materials on raccoon
Dittoed copies of the letter to parents, 1 per child

PRESENT

1. Explain the general content of the unit to the children.
   Take the children to the corner you've designated as the Yakima Cultural Corner. Tell them that they will help set up the corner, and that it represents part of the ways in which Yakima people in olden days lived.

2. Place the wall pictures around the corner, so that their left-to-right sequence matches that of the story.

If you are able to involve a Yakima resource person in this lesson, introduce him or her and have that person take part as appropriate.

PARTICIPATE	
3. Set up the teepee. Have some children prepare the decorations to be pinned on the teepee. Your discussion with the children should include such topics as: WHY THE TEEPEE WAS USED, AND ITS ADVANTAGES HOW MANY PEOPLE LIVED IN A TEEPEE, AND THEIR FAMILY RELATIONSHIPS. HOW A GROUP OF TEEPEES MADE UP A LIVING UNIT VERY SIMILAR TO A VILLAGE OF TODAY.	Involve your aide and/or resource person as much as possible. Add to this list as is appropriate.
4. Introduce and discuss the raccoon, using any resource materials you have assembled. Use the wall picture of the raccoon eating an acorn, and post it on the wall in the Cultural Corner when you have finished.	Remember not to spend too much time on this topic.
5. Post the remaining wall pictures around the Cultural Corner. Introduce the Greedy Little Boy and his grandmother, and discuss the nature of legends and their role in traditional culture. Discussion should include such topics as: TRADITIONAL YAKIMA CULTURE, AND THE NATURE AND ROLE OF LEGENDS IN THE CULTURE. HOW LEGENDS OFTEN USED IMAGINARY CREATURES, OR ANIMAL-HUMAN CREATURES, TO TELL A STORY WITH A POINT. HOW LEGENDS HAVE FORMED A PART OF CULTURAL TEACHINGS ALL OVER THE WORLD.	Involve your resource person fully in Steps 5 and 6.
6. Discuss traditional methods of food gathering and storage.	
EVALUATE	
7. Have children who volunteer to answer or respond do the following: a) Identify and tell about the people and objects in each wall picture. b) Review the discussion questions.	You may want your aide to keep track of individual children's responses.

PARENT ACTIVITY AND EVALUATION: Give each child a dittoed copy of the letter to parents. Encourage the children to discuss what they've done and learned with their parents	Distribute the ditto sheets.

CULTURAL NOTES, LESSON TWO

Discussion Topics in this Lesson and Background Information for the teacher and aide:

A. In this this lesson, we suggest that you and your children perform a buried food experiment in order to experience why the burying of many fruits and vegetables was an important, helpful method of food storage for traditional Yakima people. We suggest that you bury a nut in a shell (such as a walnut) and a perishable fruit such as an apple. If you feel that the apple will not decay enough while it is buried, a variation on the experiment is to bury an apple and leave another apple on the surface of the ground for the duration of the experiment. The apple which is above ground will most likely shrivel and may even begin to spoil within the 8-day time period allotted for the experiment.

It will help your children's understanding of the traditional practice of burying foods if you or your resource person discuss of the following:

- storing fruits and vegetables underground protects them from other animals and birds;

- the temperatures just a foot or so underground remains very cool and even, forming a natural refrigerator; foods buried between one and two feet beneath the surface will not freeze, even in mid-winter;

- when fruits and vegetables are protected from sunshine, water and air circulation, they can be preserved for many weeks;

- present-day potato storage cellars which are dug into the ground and have a thick, earth celing make use of these features.

If you are near a potato cellar, your children would undoubtedly enjoy and learn from a short field trip to it.

LESSON TWO: INTRODUCTION

THE GREEDY LITTLE BOY

OBJECTIVE:

The children will view and listen to the filmstrip legend. They will discuss the legend and important concepts which it contains.

EXPLANATION OF OBJECTIVE:

This lesson introduces the legend in its entirety to the children, and furnished a starting point for discussion of the legend and of what it teaches. The children will also begin their individual Greedy Little Boy booklets, using the coloring sheets.

MATERIALS

Center-Furnished

filmstrip and tape recording
Coloring Sheet masters No. 1 and No. 2
Note to Parents master, for the buried fruit experiment

Teacher-Furnished

filmstrip projector, screen, tape recorder
copies of coloring sheets No. 1 and No. 2
copies of the Note to Parents
crayons for each child
8 1/2" x 11" sheets of colored construction paper, one for each child
a nut in a shell, and a small apple, one for each child

ADVANCE PREPARATION:

a) Get the nuts and apples needed for the buried food experiment.

b) You may want to have the outside resource person who helped in Lesson One discuss the importance of acorns and other foods stored underground for winter.

c) Ditto enough copies of the Note to Parents, and of Coloring Sheets No. 1 and No. 2 for each child to have a copy of each sheet.

d) Set up the projector, recorder and screen so the screen is next to the teepee in the Cultural Corner.

e) Prepare the 8 1/2" x 11" sheets of construction paper for the children to prepare and use as covers for their story booklets. These booklets will be made up of the children's coloring sheets, plus any other materials you and they wish to include.

PROCEDURAL REMARKS:

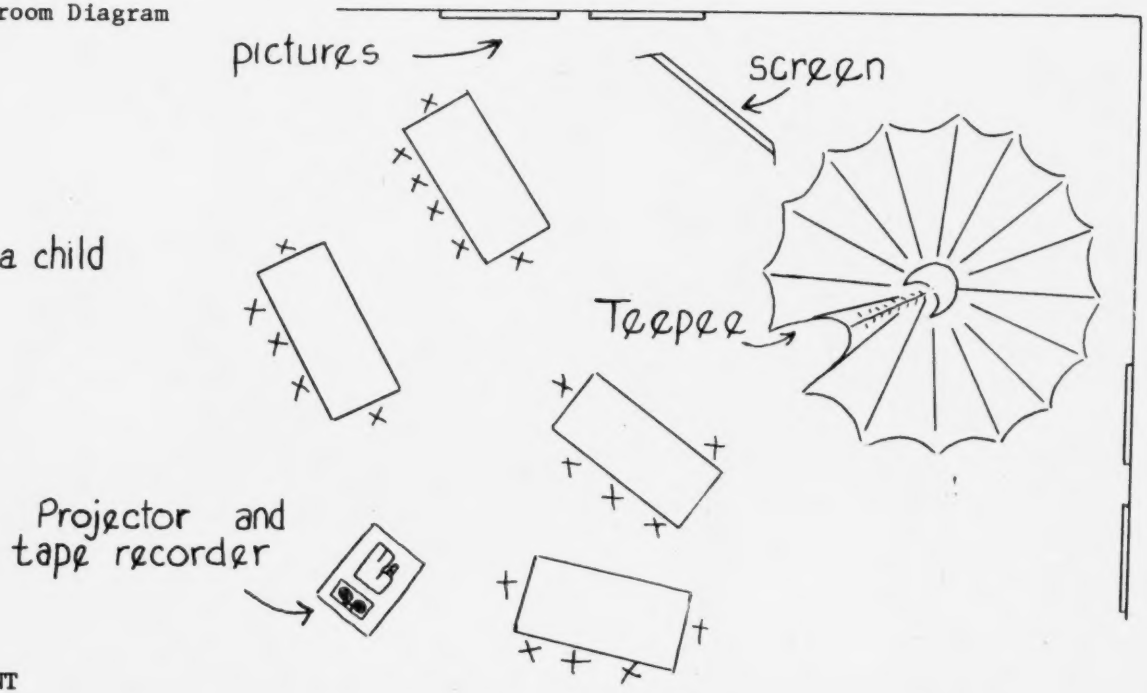
a) You will have the children look for two or three concepts in the filmstrip to discuss. The discussion should be done informally and without pressure on the children. The discussion can be facilitated by having the children work on the coloring sheets while you talk informally about the story.

b) It will be helpful for you to furnish a means for each child to keep track of his coloring sheets day by day so they can be assembled into their individual story booklets at the end of the unit.

c) At the end of the lesson, you will give each child a nut in its shell (such as a walnut) and a small apple, to be taken home and buried. You may want to do this at school, too, to show the children what they should do at home. The purpose of this experiment is to compare the difference in storage qualities between nuts and fruit without shells so the children can see why buried nuts were important as stored winter food.

You and the children will examine the results of this experiment at the end of the unit.

Classroom Diagram



PRESENT

1. Using the wall pictures of the Greedy Little Boy taking acorns, and of grandmother stirring the cooking coals, introduce the story. Briefly tell the children what is happening in each picture.

2. Tell the children that in the filmstrip, we first see a present-day Yakima boy and his grandfather, and then the grandfather tells us the old legend of the Greedy Little Boy and his grandmother.

3. Tell the children to especially notice these discussion topics:

   THE IMAGINARY PARTS OF THE LEGEND

   THE GREED OF THE GREEDY LITTLE BOY

   HOW HE MADE HIS GRANDMOTHER HAPPY AGAIN

Materials:

filmstrip and tape recording
projector, screen and
   tape recorder
copies of Coloring Sheets
   No. 1 and No. 2
crayons for each child

Set up the projector and screen so the screen is in the Cultural Corner and the children face the corner when watching the screen.

You or your aide may want to hold each picture so the children can easily see it.

Use your resource person if possible.

Add to this list as you feel is appropriate for your class.

4. Show the filmstrip and play the tape without interruption.	If possible, have your aide operate the projector and recorder, as she will be doing this in subsequent lessons.
PARTICIPATE	
5. Give each child a copy of Coloring Sheet No. 1 and have him color it. When a child finishes, give him a copy of Coloring sheet No. 2. Throughout this part of the lesson, you, your aide and any resource people present should circulate and talk about the discussion topics with the children.	
EVALUATE	
6. Near the end of the lesson, review the discussion topics with the entire class.	Call on volunteers.
PARENT ACTIVITY AND EVALUATION:	
Give each child a sheet of 8 1/2" x 11" construction paper. Ask the children to do a drawing of their favorite part or character in the legend on the construction paper, color it, and tell their parents about the story. Also, give each child a nut in its shell and a small apple, and a copy of the Note to Parents. It will help if you show the children what they should do at home by going outside with your class and burying an apple and a nut, to be dug up late next week to compare their underground storage characteristics.	The children should bring their covers back to school so they can be used with their booklets.

LESSON THREE: COMPREHENSION

THE GREEDY LITTLE BOY

OBJECTIVE:

The children will view and listen to Part I of the story, and will answer questions about it. They will also discuss some aspects of the legend and what it teaches.

EXPLANATION OF OBJECTIVE:

This lesson and Lesson 4 are intended to give the children a good, detailed understanding of the story, and to furnish a starting point for a discussion of the lessons which Yakima children learned from hearing the story.

MATERIALS:

Center-Furnished	Teacher-Furnished
filmstrip and tape recording	filmstrip projector, screen, tape recorder
5 copies of the picture story books	copies of Coloring Sheets No. 3 and No. 4
1 set of unbound pictures, Nos. 1-22	
Coloring Sheet masters No. 3 and No. 4	

ADVANCE PREPARATION:

a) If possible, have an older Yakima Indian resource person come in and discuss the role of legends in traditional societies and food storage for winter.

b) Arrange your sets of pictures for use in Step 3. Prepare four or five sets of sequential pictures and then scramble their order; the child's task in Step 3 is to arrange them in proper order again.

c) Ditto Coloring Sheet No. 3 and No. 4, enough for one copy of each for each child.

d) Set up the projector, recorder and screen so the screen is next to the teepee in the Cultural Corner.

e) Familiarize yourself with the sample GRADED DIFFICULTY QUESTIONS in this lesson before you begin the lesson.

PROCEDURAL REMARKS:

a) After viewing and hearing the first half of the story, you will want to briefly discuss it with your children. To ensure that the children can successfully answer your discussion questions, we suggest that you call on volunteers, and use GRADED DIFFICULTY QUESTIONS.

The easiest type of question to answer is one which is directly about the story and can be answered by Yes or No.

For example: DID THE GREEDY LITTLE BOY WANT AN ACORN?

Next is a question directly about the lives or experience of the children which can be answered by Yes or No.

For example: LARRY, DO YOU LIKE TO EAT NUTS?

Next in difficulty is a question directly about the story, which requires some information in the answer. Such questions begin with a word such as WHAT, WHERE, WHEN, WHO.

For example: WHO SWALLOWED THE GREEDY LITTLE BOY?

Questions which are the most difficult for children to answer are those which require some information in the answers and concern things not in the story, but which the children are familiar with.

For example: HOW DO WE STORE DIFFERENT KINDS OF FOOD NOW?

You will be the best judge of your children's abilities and will be able to use the question type for a given topic that you're confident the children can handle. You may find it helpful to prepare questions of each type in advance of the lesson until you are familiar enough with the concept of GRADED DIFFICULTY QUESTIONS to be able to naturally and quickly select the question type that is appropriate for a given situation. However, it is important not to belabor the questions to the point of the children's becoming bored. Use your judgment, plus the techniques of GRADED DIFFICULTY QUESTIONS, to tailor your comprehension questions to the nature and abilities of your children.

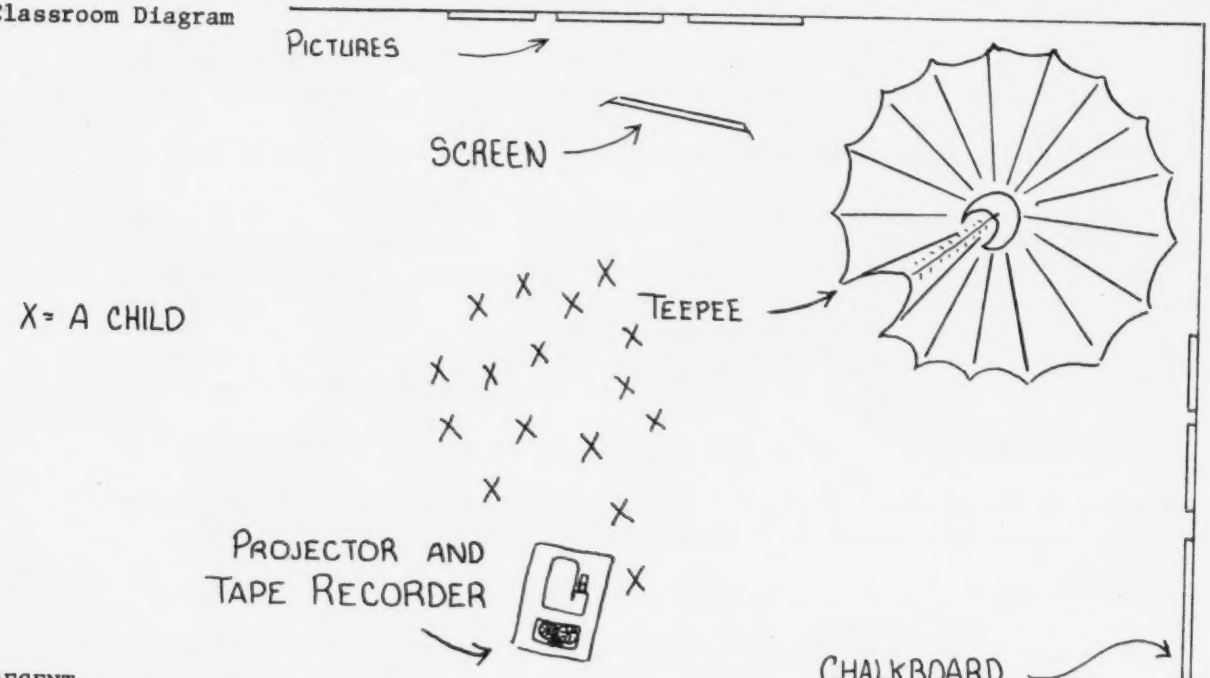
b) In Steps 3 and 4, you will have volunteer children arrange pictures in order. Use only pictures 1-22.

c) Be sure that each set of pictures does not have too many pictures for a child to successfully arrange. Each set should contain from 3 to 6 pictures.

d) You may also want to have small groups of children tell the story to each other as they go through the first part of a story book.

e) At the end of the lesson, place the 5 picture story books in the Cultural Corner so that individual children can look at them during free time. These books should stay in the corner for the remainder of the unit.

Classroom Diagram



Materials:

Filmstrip and tape recording
Projector, screen, recorder
Unbound pictures, Nos. 1-22
Copies of Coloring Sheets Nos. 3 & 4, one for each child
5 copies of the picture story book

PRESENT

1. View and listen to Part I of the story (frames 1-25)

Use only frames 1-25.

PARTICIPATE

2. Without using the tape, view Part I of the filmstrip again, frame by frame, and ask volunteers GRADED DIFFICULTY QUESTIONS about each frame.

Call on volunteers.

Sample yes/no and information questions are listed here for your reference:

Frame	Yes/No	Information
2		
3	DOES THE BOY SEE AN ANIMAL?	WHAT DOES THE BOY SEE?
4		

FRAME	Yes/No	Information	
5	IS THE GRANDFATHER TELLING A STORY?	WHAT IS THE GRANDFATHER DOING?	Don't use the tape recorder.
6	IS THE GREEDY LITTLE BOY TALKING TO HIS GRANDMOTHER?	WHO IS THE GREEDY LITTLE TALKING TO?	
7	DOES THE GREEDY LITTLE BOY LOVE TO EAT ACORNS?	WHAT DOES THE GREEDY LITTLE BOY LOVE TO EAT?	Use only the types of questions that your children can successfully answer.
8	DID HIS GRANDMOTHER TELL HIM NOT TO GET ANY ACORNS?	WHAT DOES THE GRANDMOTHER SAY THAT THE ACORNS ARE FOR?	
9	DID THE GREEDY LITTLE BOY WALK TO THE ACORNS?	HOW DID THE GREEDY LITTLE BOY DIG UP THE ACORNS?	
10	DID THE LITTLE BOY TRIP AND FALL DOWN?	WHERE DID THE ACORNS FALL WHEN THE LITTLE BOY TRIPPED?	
11	DID THE ACORNS FALL INTO THE LITTLE BOY'S MOUTH?	WHAT DID THE GREEDY LITTLE BOY SAY AFTER THE ACORNS FELL INTO HIS MOUTH?	
12	IS THE LITTLE BOY STILL HUNGRY FOR MORE ACORNS?	HOW MANY ACORNS DID THE LITTLE BOY GET THIS TIME?	Remember to call only on volunteers.
13	DID HE FALL DOWN AGAIN?	WHERE DID THE ACORNS FALL THIS TIME?	
14	DID THE ACORNS FALL INTO HIS MOUTH AGAIN?	DID THE ACORNS GET INTO THE LITTLE BOY'S MOUTH THIS TIME?	
15	DID THE GREEDY LITTLE BOY LEAVE ANY ACORNS FOR WINTER FOOD?	WHAT DID THE GREEDY LITTLE BOY EAT ALL OF?	
16	DID GRANDMOTHER BREAK A STRING?	WHY DID GRANDMOTHER WANT TO SEE IF SOMETHING HAPPENED TO HER GRANDSON?	

FRAME	Yes/No	Information
17	DID GRANDMOTHER TAKE A ROCK?	WHAT DID GRANDMOTHER TAKE WITH HER?
18	WAS GRANDMOTHER HAPPY?	WHY WAS SHE ANGRY?
19	DID GRANDMOTHER HIT THE GREEDY LITTLE BOY'S TAIL?	WHAT MADE THE BLACK MARKS ON THE GREEDY LITTLE BOY'S TAIL?
20	DID THE GREEDY LITTLE BOY'S EYES GET HIT?	WHERE ELSE DID THE GREEDY LITTLE BOY GET HIT?
21	IS THE GREEDY LITTLE BOY KNOCKED OUT?	WHY WAS THE GRANDMOTHER SAD?
22	DID THE GRANDMOTHER GO BACK HOME?	WHAT DID GRANDMOTHER THINK SHE HAD DONE?
23	WAS THE GREEDY LITTLE BOY DEAD?	WHAT BEGAN PICKING AT THE GREEDY LITTLE BOY'S EYES?
24	DID THE GREEDY LITTLE BOY'S HEAD HURT?	WHY DID THE GREEDY LITTLE BOY'S HEAD HURT?
25	DID THE LITTLE BOY THINK HE WAS GREEDY?	WHAT DOES THE GREEDY LITTLE BOY HAVE TO DO NOW?

----------end of Part I----------

3. Have your aide or a volunteer child arrange a set of pictures in the order they appear in the story.

4. Call on volunteers to each arrange a set of pictures on the chalkboard. You may want two or three children doing this at once to give more a chance to participate.

Each set of pictures should contain from 3 to 6 pictures.

Have the pictures arranged on the chalkboard tray.

Spend only 5 or so minutes with this activity.

EVALUATE

5. Call on a child at random to arrange a set of pictures on the chalkboard tray. When they are in proper order, call on children at random to answer questions about each picture.

Ask questions similar in type to those you used with the filmstrip.

6. Pass out a copy of the coloring sheets to each child and have them color the pictures. You may want to do this in small groups to facilitate discussion.

Discuss the legend, the nature of the Greedy Little Boy, and why his grandmother was so angry. Some questions include the following:

Use an older Yakima resource person, if possible.

WAS IT OK FOR THE GREEDY LITTLE BOY TO EAT ALL OF THE ACORNS?

You may want to do this in small groups.

WHAT WERE THE ACORNS STORED FOR?

WHY WAS IT IMPORTANT TO HAVE ACORNS FOR WINTER?

WHAT SHOULDN'T THE GREEDY LITTLE BOY DO?

PARENT ACTIVITY AND EVALUATION:

Tell the children to ask their parents about greed, and about how we store food nowdays. You may want to think of one or two short questions to put on a ditto for the children to take home and ask their parents.

LESSON FOUR: COMPREHENSION

THE GREEDY LITTLE BOY

OBJECTIVE:

The children will view and listen to Part II of the story, and will answer questions about it. They will also discuss some aspects of the legend and what it teaches.

EXPLANATION OF OBJECTIVE:

This lesson continues providing the children with a good, detailed understanding of the story, and furnishes more discussion material concerning how a legend teaches children fundamental lessons.

MATERIALS

Center-Furnished	Teacher-Furnished
filmstrip and tape recording	filmstrip projector, screen, tape recorder
1 set of unbound pictures, Nos. 24-34	copies of Coloring Sheets No. 5 and 6
Coloring Sheet masters No. 5 and 6	
5 copies of the picture story book	

ADVANCE PREPARATION:

a) If possible, continue using your outside Yakima Indian resource person for Step 7.

b) Arrange your sets of pictures for use in Step 4. Prepare 4 or 5 sets of sequential pictures and then scramble their order; the child's task in Step 4 is to arrange them in proper order again.

c) Ditto Coloring Sheets Nos. 5 and 6, enough for one copy of each for each child.

d) Prepare your discussion questions for Step 3, using the GRADED DIFFICULTY QUESTION technique.

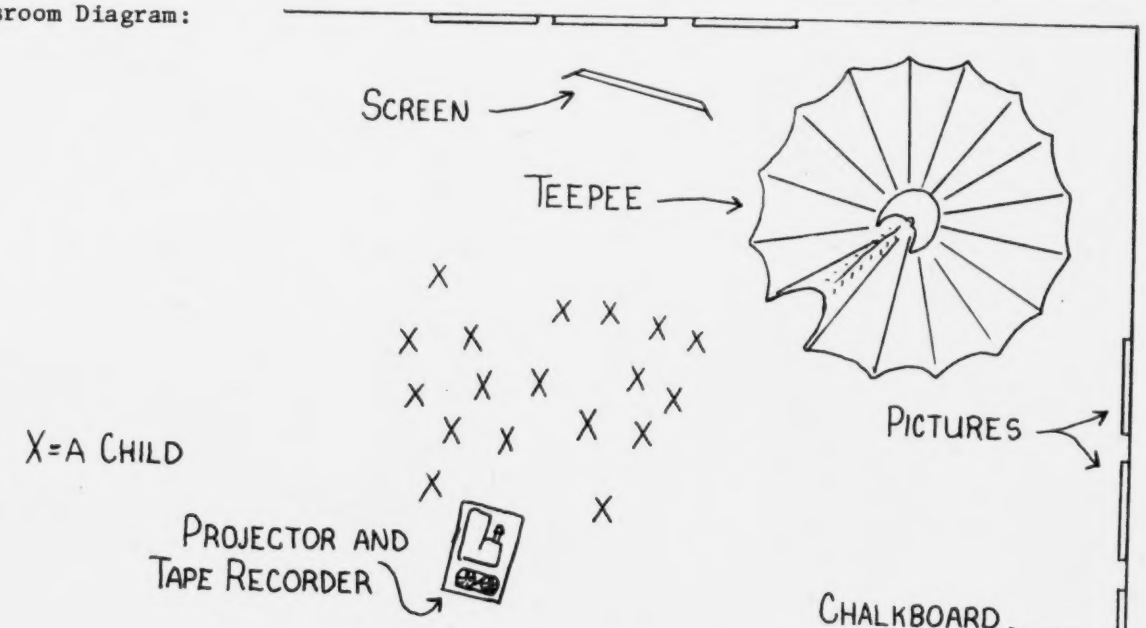
e) Set up the projector, record and screen, so the screen is next to the teepee in the Cultural Corner. Run the tape recording and filmstrip to frame 26; Step 2 of this lesson begins with frame 26.

PROCEDURAL REMARKS:

a) In Steps 4 and 5, you will again have volunteer children arrange pictures in order. Use only pictures 23-34. Be sure that each set of pictures does not have too many pictures for a child to sucessfully arrange. Each set should contain from 3 to 6 pictures.

b) Sample questions for Step 2 are not included in this esson. Prepare and use discussion questions which match the abilities of the children in your class.

Classroom Diagram:



Materials

Filmstrip and tape recording projector, screen, recorder
unbound pictures, Nos. 23-34
Copies of Coloring Sheets Nos. 5 and 6, one for each child
5 copies of the picture story book

PRESENT

1. Briefly review Part I of the story with the children.

2. View and listen to Part II of the story (frames 26-37)

Use only frame 26-37.

PARTICIPATE

3. Without using the tape, view Part II of the filmstrip again, frame by frame, and ask volunteers GRADED DIFFICULTY QUESTIONS about each frame.

Call on volunteers

4. Have your aide or a volunteer child arrange a set of pictures in the order they appear in the story.

Each set of pictures should contain frames 3-6 pictures.

Have the pictures arranged on the chalkboard tray.

5. Call on volunteers to each arrange a set of pictures on the chalkboard. You may want several children doing this at once to give more a chance to participate.	Spend 5 minutes or so with this activity.
EVALUATE	
6. Call on a child at random to arrange a set of pictures on the chalkboard tray. When they are in proper order, call on children at random to answer your questions about each picture.	Ask questions similar in type to those you used with the filmstrip.
7. Give a copy of each coloring sheet to each child-and have them color the pictures. You may want to do this in small groups.	
Discuss why the Greedy Little Boy wanted to replace the winter food he ate, and the lesson he learned. Some questions might include the following:	You may want to do this in small groups.
WHY WAS THE GREEDY LITTLE BOY'S GRANDMOTHER SO ANGRY?	
DID THE GREEDY LITTLE BOY LEARN HOW IMPORTANT IT WAS TO STORE FOOD FOR WINTER?	
DID HE GET MORE FOOD?	
WHAT LESSON DID HE LEARN?	
. . .	
ACCORDING TO THE LEGEND, HOW DID RACCOONS GET BLACK EYES AND A BANDED TAIL?	
PARENT ACTIVITY AND EVALUATION:	
Ask the children to tell their parents the story of the Greedy Little Boy. You may want them to take their coloring sheets home to show their parents as they tell the story, but be sure that the children bring them back so they can be put into each child's coloring booklet at the end of the unit.	

LESSON FIVE: CREATIVE DRAMATIZATION

THE GREEDY LITTLE BOY

OBJECTIVE:

The children will prepare masks and/or costumes for dramatization, and will dramatize each main character in the story.

EXPLANATION OF OBJECTIVE:

By now the children are well acquainted with the characters of the story. This lesson prepares them to dramatize parts of the story, and introduces them to the concept of the Magic Ring for dramatization.

MATERIALS:

Center-Furnished

filmstrip and tape recording
sample mask patterns:
- The Greedy Little Boy
- Grandmother
- The Bear

Teacher-Furnished

filmstrip projector, tape recorder and screen
masking tape
mask or costume patterns
materials for each child to make a mask or costume

ADVANCE PREPARATION:

a) Set up the projector, tape recorder and screen so the screen is next to the teepee in the Cultural Corner.

b) Lay out a circle on the floor with masking tape, approximately 8 feet in diameter, in front of the teepee.

c) Arrange the children around the Cultural Corner so they are sitting at tables, or in groups on the floor.

d) Prepare the sample mask patterns and/or costumes for Step 2. Also prepare the materials the children will need to make the masks or costumes.

PROCEDURAL REMARKS:

a) If possible, Lessons 6 - 8 should be done outdoors. This means you will need to prepare a Magic Ring outside, and perhaps some covered holes with nuts buried in them.

b) Allow each child to choose the character he wants to prepare a mask or costume for, and to dramatize later on. If some children are undecided, however, you may want to suggest that they make either the Greedy Little Boy or Grandmother masks or costumes, as these two characters have larger roles in the story.

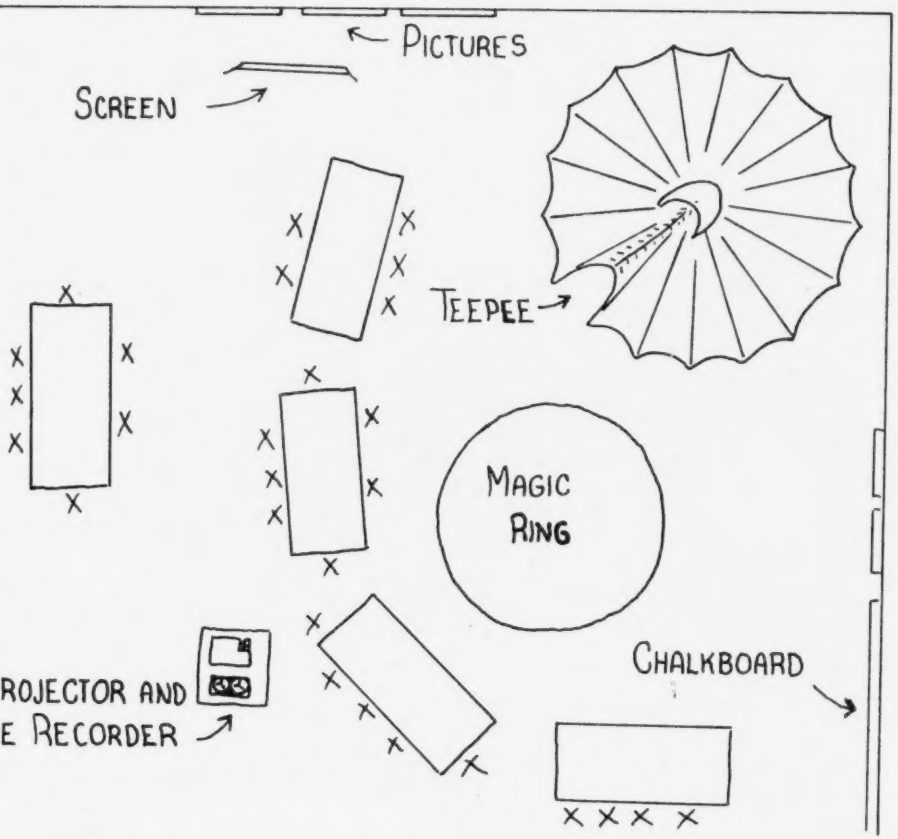
c) You may want to have one or more volunteer aides (a parent or an older student) help in Steps 2 and 3.

d) This lesson introduces the Magic Ring - a special circle of which a person is his or her own self, but in which that person can portray another character, can almost (magically!) become that character.

In showing the use of the Magic Ring, be sure to emphasize that a person is his or her own self outside the circle, but inside the circle he or she really "becomes" the character being portrayed.

e) If you do Lessons 6 - 8 indoors, leave the Magic Ring on the floor.

Classroom Diagram:



PRESENT

1. View and listen to the entire story.

Materials:

filmstrip and tape recording
projector and screen
tape recorder
masking tape
mask or costume patterns
mask or costumes materials
sample masks or costumes

The Magic Ring should be about 8 feet across.

You'll probably not want to take time with any discussion questions in Step 1.

PARTICIPATE	
2. Show the children the sample mask or costume patterns. Allow each child to choose which of the characters he or she wishes to prepare a mask or costume of.	If the children can print, you may want to have them label their masks or costumes.
3. With the children working at their tables, have them prepare their masks or costumes. Give each child as much creative freedom in preparing his mask or costume as possible.	You, the aide and any volunteer aides should circulate and help the children as needed.
4. After the masks and costumes are complete, demonstrate the Magic Ring. Explain to the children that outside the circle, a person is his or her own self, but in the circle and wearing a mask or costume, that person really becomes the character portrayed by the mask. You or an aide should demonstrate by putting on a mask or costume, entering the Magic Ring, and dramatizing that character.	Perform with spirit and action! Demonstrate with each of the three characters.
5. Have one or two volunteers at a time put on his or her mask or costume, enter the circle, and briefly portray their chosen characters.	
EVALUATE	
6. Ask individual children what they think the meaning of the Magic Circle is to check on their understanding that it truly is a magic place where they can really be another character.	
7. Briefly discuss the characteristics of each character, as seen in the filmstrip and story, and as portrayed by the children in the Magic Ring.	Have the children put their masks or costumes away, to be used tomorrow in Lesson 6.

LESSON SIX: CREATIVE DRAMATIZATION

THE GREEDY LITTLE BOY

OBJECTIVE:

The children will dramatize the first part of the story.

EXPLANATION OF OBJECTIVE:

In this lesson, the children individually and creatively dramatize portions of the story, according to their individual interpretations of character and story.

MATERIALS:

Center-Furnished

filmstrip or
7 picture story books

Teacher-Furnished

filmstrip projector and screen
children's masks and costumes
Magic Ring (taped on floor or prepared outdoors)
Note to Parents

ADVANCE PREPARATION:

a) Prepare the Magic Ring and covered holes with stored nuts in them outdoors. Or, if you have to do this lesson (and Lessons 7 and 8) indoors, set up the projector and screen so the screen is next to the teepee in the Cultural Corner.

b) Prepare a note to send home to the parents of the children, inviting them to come to the creative drmatization in two days.

PROCEDURAL REMARKS:

a) At the beginning of the lesson, distribute the masks and costumes to the children.

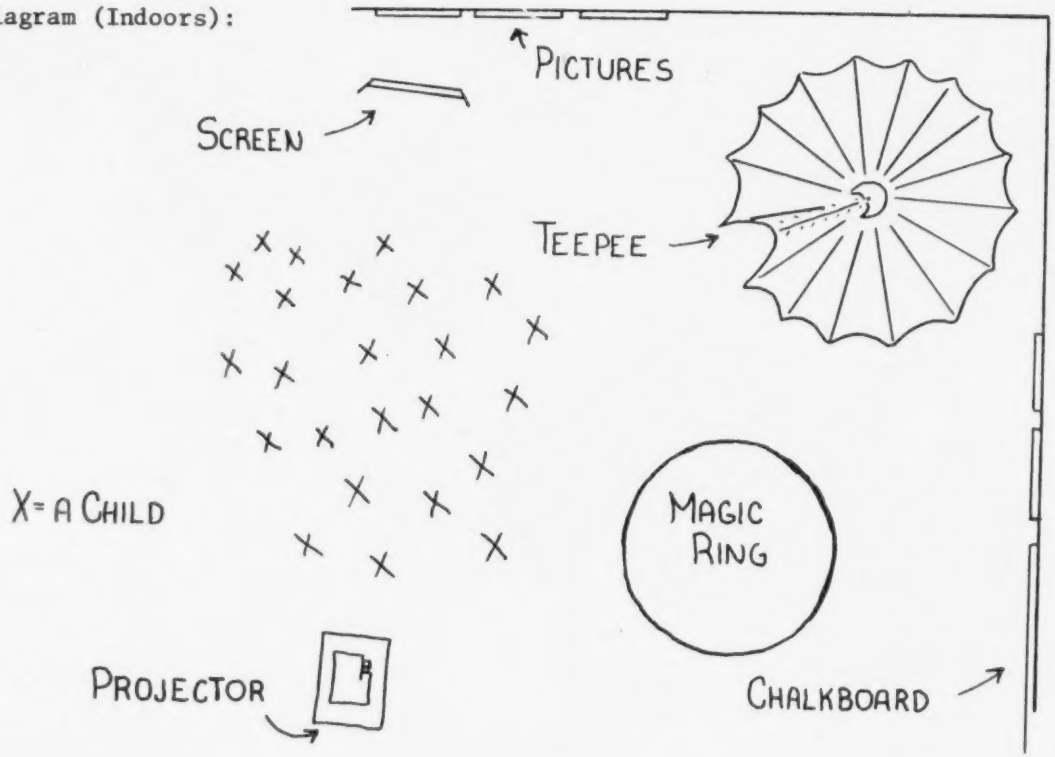
b) When a group of volunteer children dramatize, emphasize their own character and story intepretation, and refrain as much as possible from imposing your interpretation on them. The major purpose of this lesson is to encourage their own individual creativity and performance, using a story which is well understood as the framework.

c) Lead the audience in applause after each performance in Step 2 and Step 5.

d) If your children can read, instead of using the filmstrip in Step 1, you may want to group them into 5 small groups, each with a picture book. Read pages 3-18 to them, having them follow in their own books.

e) You may want to have a child act as narrator during each dramatization.

Classroom Diagram (Indoors):



PRESENT

1. View and narrate frames 6 - 15. If you wish, have volunteer children tell what happened in each frame.

Materials:

filmstrip
projector and screen
Magic Ring
children's masks and costumes

You will probably want to avoid discussion or questions in this step to save time.

Re-wind the filmstrip to frame 6 again.

PARTICIPATE	
2. Have two volunteers, one as The Greedy Little Boy and one as Grandmother, put on their masks, enter the Magic Ring and dramatize that section of the story. If you wish, have another child act as narrator. Repeat, with 2 or 3 groups of volunteer performers.	Remember to applaud after each performance.
3. After 2 or 3 performances, show frames 6 - 15 again, to avoid the loss of story concepts. Then have two or three additional groups of volunteer performers dramatize that section of the story.	Leave the filmstrip at frame 15.
4. View and listen to frames 16 - 21.	Rewind the filmstrip to frame 16 again.
5. Have two volunteers, one as Greedy Little Boy and one as Grandmother, put on their masks, enter the Magic Ring, and dramatize that section of the story. Repeat, with 2 or 3 additional pairs of performers.	
6. After 2 or 3 performances, show and listen to frames 16 - 21 again, to avoid the loss of story concepts. Then have 2 or 3 additional pairs of performers dramatize that section of the story.	Remember to applaud after each performance You should be able to give each child a chance to perform.
EVALUATE	
7. Ask the children how they enjoyed the dramatization, and a few questions about what kind of person/creature The Greedy Little Boy is, and what kind of person Grandmother is.	Collect and put away the costumes and masks.

PARENT ACTIVITY AND EVALUATION:

Ask the children to tell their parents about their dramatization, and about The Greedy Little Boy's greed and his grandmother's anger. Send the Note to Parents home with the children.

LESSON SEVEN: CREATIVE DRAMATIZATION

THE GREEDY LITTLE BOY

OBJECTIVE:

The children will dramatize the last part of the story.

EXPLANATION OF OBJECTIVE:

This lesson continues the children's individual, creative dramatization of portions of the story.

MATERIALS:

Center-Furnished	Teacher-Furnished
filmstrip, or 7 picture story books	filmstrip projector and screen children's masks and costumes Magic Ring (taped on floor or created outdoors)

ADVANCE PREPARATION:

a) Set up the projector and screen if you do the lesson indoors. If it is possible to do the lesson outdoors, use the story books in place of the filmstrip.

b) Run the filmstrip ahead to frame 26, or mark page 23 in the picture story books.

PROCEDURAL REMARKS:

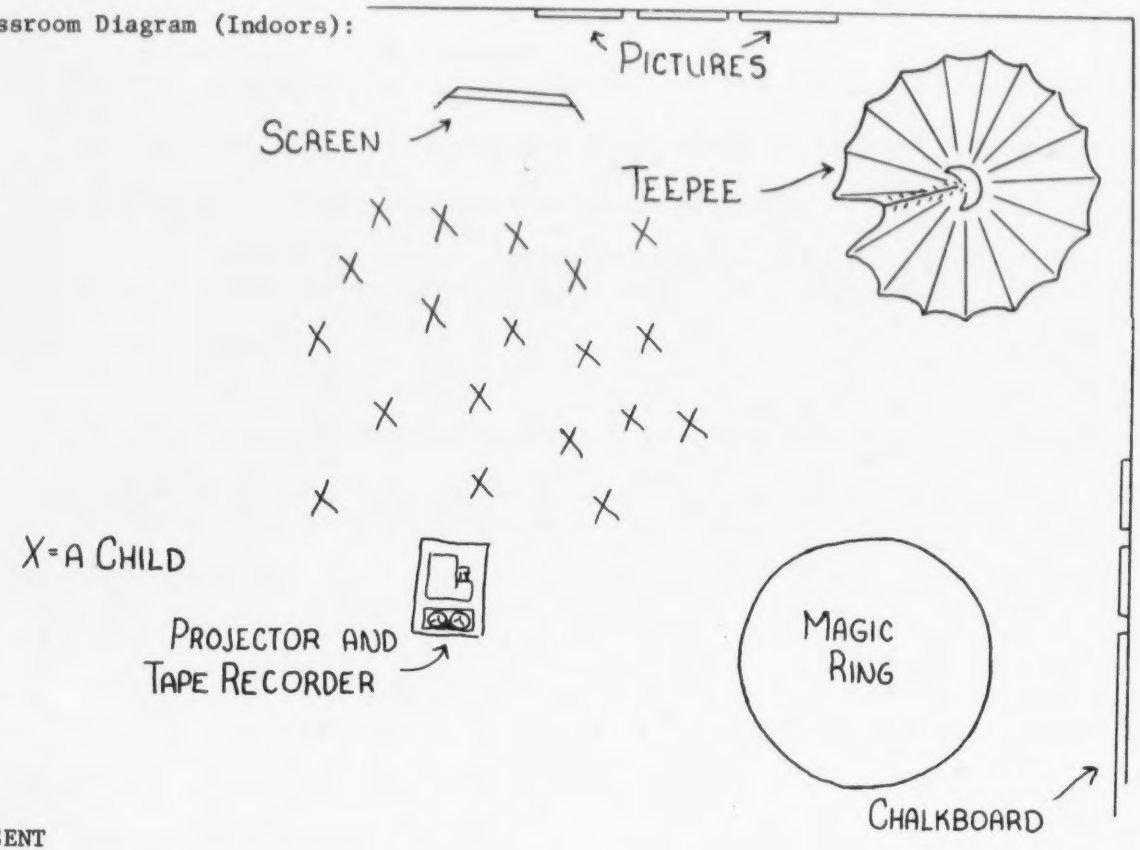
a) If the weather and other factors allow, conduct this lesson outside, in a setting with a prop river. Also, be sure to create a Magic Ring for the children to perform in.

b) Review PROCEDURAL REMARKS a, b and c of Lesson 6.

c) Remember to invite parents and other guests to tomorrow's dramatization. (See Lesson 8.)

d) This is a good time to begin having the children work on the remaining coloring sheets, Nos. 7-11, in their free time throughout the day.

Classroom Diagram (Indoors):



Materials:

filmstrip and projector
Magic Ring
Prop river
children's masks and costumes
7 picture story books (if lesson is done outdoors)

PRESENT

1. View frames 26-33, or, if outdoors, look at and discuss pages 23-30 of the picture story books.

You will probably want to minimize discussion or questions in this step to save time.

Re-wind the filmstrip to frame 26 again.

PARTICIPATE	
2. Have 2 volunteers, one as The Greedy Little Boy and one as the Bear, put on their masks, enter the Magic Ring and dramatize that section of the story. You may want to have another child serve as narrator. Repeat with 2 or 3 additional pairs of volunteer performers.	Remember to applaud after each performance.
3. After 2 or 3 performances, show frames 26-33 again, to avoid the loss of story concepts. Then have 2 or 3 additional pairs of volunteer performers dramatize that section of the story.	Leave the filmstrip at frame 33.
4. View frames 34-35; or, if outdoors, look at and discuss pages 31-32 of the story.	Re-wind the filmstrip to frame 34 again.
5. Have 2 volunteers, one as The Greedy Little Boy and one as Grandmother, put on their masks, enter the Magic Ring, and dramatize that section of the story. Repeat, with 2 or 3 additional pairs of performers.	Remember to applaud after each performance.
6. After 2 or 3 performances review frames 34-35 again, to avoid the loss of story concepts. Then have 2 or 3 additional groups of volunteer performers dramatize that section of the story.	You should be able to give every child a chance to perform.
EVALUATE	
7. Look at the last two pictures of the filmstrip or the story books. Then ask the children a few questions about what The Greedy Little Boy learned and what they learned. Also, visit with the children about how they enjoyed the dramatization this time.	Collect and put away the costumes and masks.

PARENT ACTIVITY AND EVALUATION

Tell the children to tell their parents about their dramatization, and about The Greedy Little Boy's encounter with the bear. Have them describe the grandmother's reaction, as well. If you are inviting parents to tomorrow's dramatization lesson, you may want to send home one more reminder with the children.

LESSON EIGHT: CREATIVE DRAMATIZATION

THE GREEDY LITTLE BOY

OBJECTIVE:

The children will dramatize the entire story.

EXPLANATION OF OBJECTIVE:

This lesson culminates the creative dramatization work of this unit. The children should be confident in their dramatization now, so this lesson should be fun to do before an invited audience of parents and other children.

MATERIALS

Center-Furnished	Teacher-Furnished
filmstrip and tape recording	projector, screen, tape recorder
7 picture story books	children's masks and costumes
	Magic Ring
	Note to Parents

ADVANCE PREPARATION:

a) Prepare seating for the invited audience. If possible, do this lesson outdoors.

b) Set up the projector, screen and recorder. If you do this lesson outdoors, use the picture story books.

c) Prepare a Note to Parents, asking them to help their child dig up the buried nut and apple, and to discuss how well each was preserved by being buried. Ask the children to bring their nuts and apples to school to show their classmates.

PROCEDURAL REMARKS:

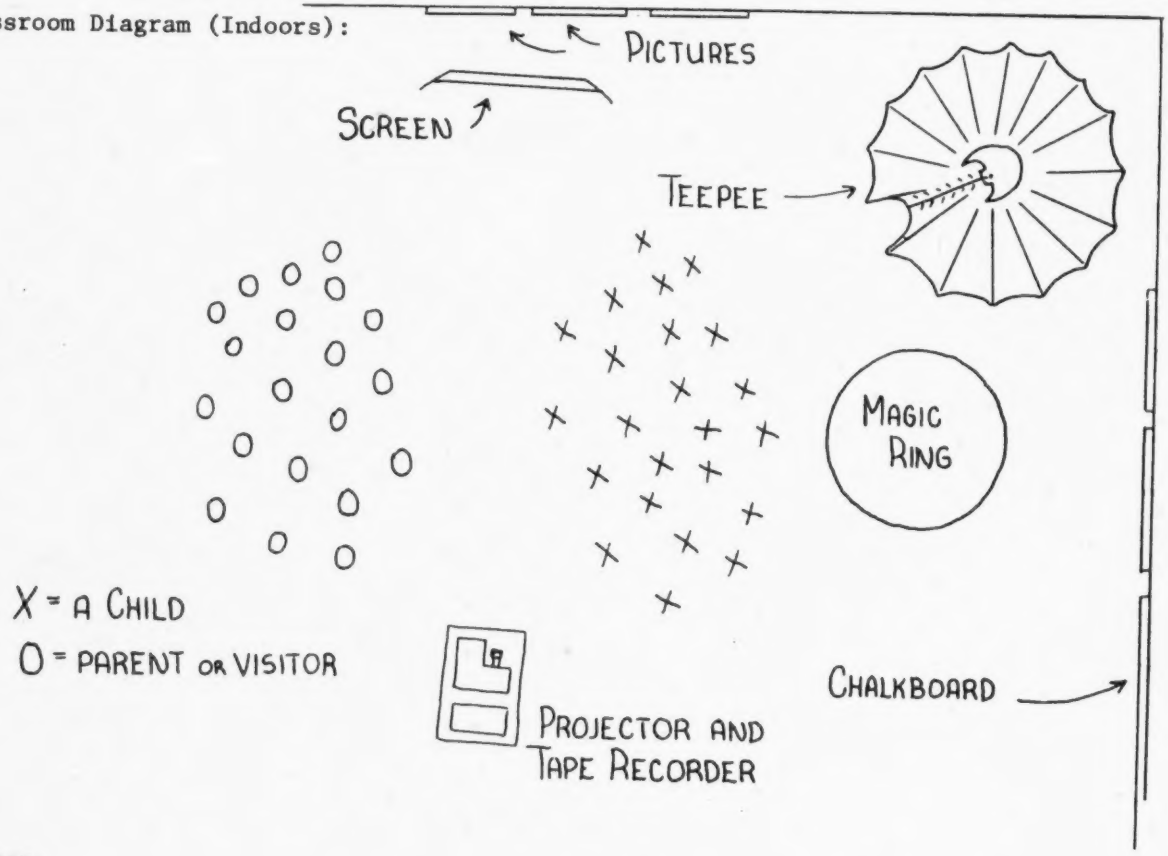
a) You should serve as narrator after showing the filmstrip or looking at a story book in Step 2.

b) If parents and others are present, briefly describe the dramatization method - the use of the Magic Ring, and the freedom of the children to interpret and dramatize as they understand the story. There is no need to discuss the story, however, as the audience will see and hear the filmstrip and tape as well as the dramatizations.

c) As in the previous two lessons, try to involve all children in the dramatization, and avoid imposing your interpretations or a script on the children.

d) Refer to a picture story book when narrating a segment of the story before having groups of children dramatize that segment.

Classroom Diagram (Indoors):



PRESENT

1. If you have a parent or visitor audience, briefly explain the method of dramatization being used, and the use of the Magic Ring.

2. Show and listen to the entire story, without interruption.

Materials:

filmstrip and tape recording projector, recorder and screen
children's masks or costumes
Magic Ring
Note to Parents

Use the picture story books if you are outdoors.

PARTICIPATE

3. Narrate a segment of the story. Then have several groups of volunteers dramatize that portion, using the Magic Ring as in the previous two lessons.

   Proceed through the story in two or three such segments of narration followed by several dramatizations.

Refer to a picture story book while narrating.

EVALUATE

4. Have volunteer children tell their classmates and the audience whatever about the story is important to them. Also, you might want to review some cultural aspects of the story with such questions as:

   WHY DID THE GREEDY LITTLE BOY EAT ALL OF THE ACORNS?

   WHY DID HIS GRANDMOTHER GET SO ANGRY?

   DO YOU THINK THAT THE GREEDY LITTLE BOY IS A GOOD NAME FOR THE ANIMAL/BOY IN THE STORY?

   WHAT DID THE GREEDY LITTLE BOY LEARN? WHY DID HE WANT TO GET MORE FOOD?

PARENT ACTIVITY AND EVALUATION

Encourage the parents to discuss the story with their children.

Send the Note to Parents home, requesting the parents to help their child look at the results of the buried nut and apple experiment. Be sure to remind the children to bring their nuts and apples to school tomorrow.

LESSON NINE: SCIENCE AND MATH

THE GREEDY LITTLE BOY

OBJECTIVE:

The children will discuss their nut/apple experiments, and will review number concepts by counting quantities of nuts selected by the teacher.

EXPLANATION OF OBJECTIVE:

This lesson enables the children to compare what happened to their buried nuts and apples. Using the nuts, you can then review number concepts with your children. For the very young, quantities of one to three are probably appropriate; for children who are beginning readers, one to fifteen should be appropriate.

MATERIALS:

Center-Furnished

7 picture story books

Teacher-Furnished

A "raccoon's mouth" for putting nuts into one or more bowls or holes for nuts

ADVANCE PREPARATION:

a) Bring and discuss your buried nut and apple experiment.

b) Prepare several bowls or prop "holes" for the children to take the nuts from.

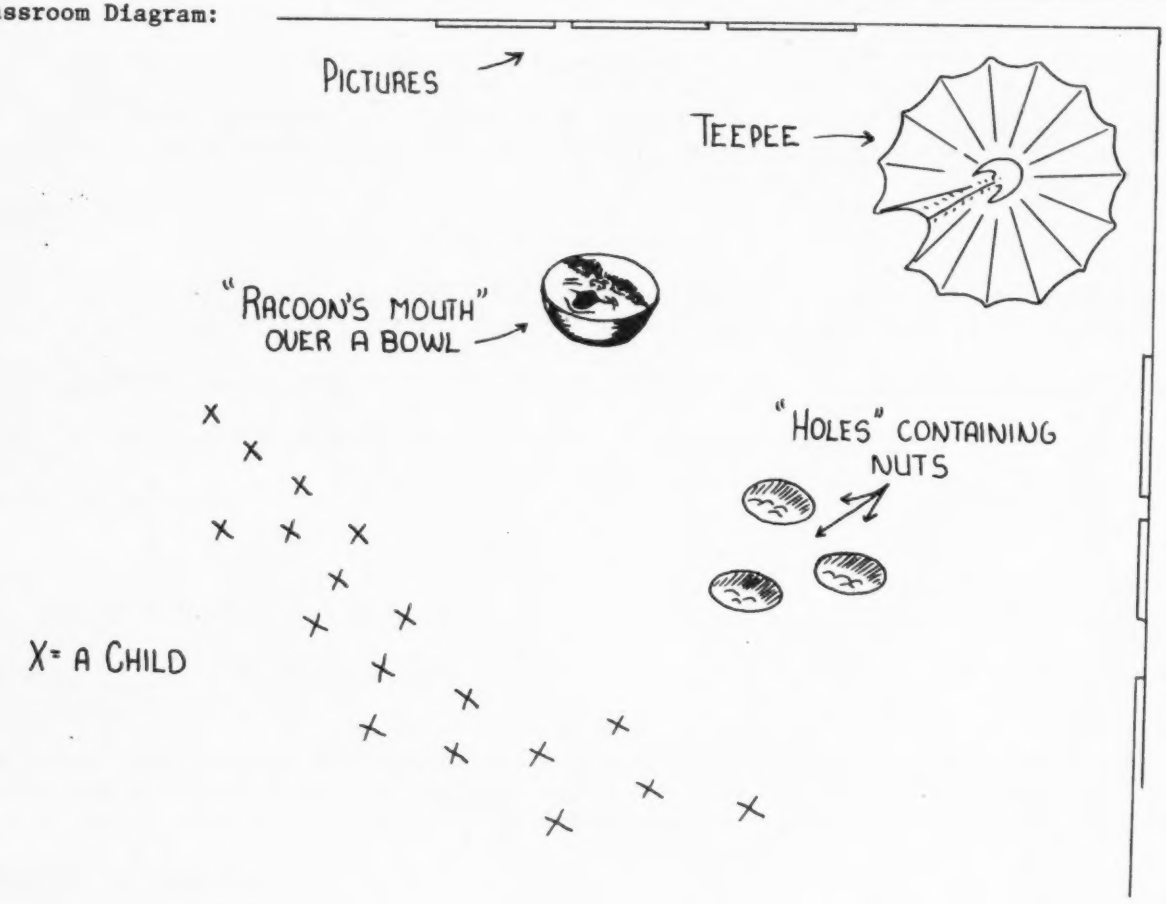
c) Prepare a "raccoon's mouth" for the children to put the nuts into. You may want to paint a raccoon face, with cutout mouth, on heavy paper or cardboard fastened over a large mixing bowl, for instance.

PROCEDURAL REMARKS:

a) Have the children count only as many nuts as you know they are capable of. Use Part B of this lesson only if, after studying it, you feel your children are capable of benefiting from this language practice.

b) Make the lesson as game-like as possible.

Classroom Diagram:



Materials:

7 picture story books
a "raccoon's mouth over a bowl
one or more "holes" for holding nuts

PRESENT

1. You and several children should describe and show the results of the nut/apple experiment. Then, discard the apples and put the nuts in the "holes."

The holes are for holding the nuts which the children will use for counting and putting into the "raccoon's mouth."

2. Show the children what they will be doing by having your aide, a puppet, or a doll respond to your direction two or three times.

(Aide or Puppet), PUT {ONE / TWO / ...} {NUT / NUTS} IN THE RACCOON'S MOUTH.

Put the nuts back into the holes after 2 or 3 performances.

PARTICIPATE

3. Have volunteers respond to your directions:

(Name of child), PUT {ONE / TWO / ...} {NUT / NUTS} IN THE RACCOON'S MOUTH.

Praise each successful child (all of them, for all should be successful)

OPTION: PART B

4. If you feel your children are capable, add an indirect command to the activity. Show the children what pairs of them will be doing by having your aide, a puppet or a doll and a child respond to your direction two or three times.

This option gives the children practice with indirect commands.

Teacher: (Aide or puppet), TELL (name of child) TO PUT {ONE / TWO / ...} {NUT / NUTS} IN THE RACCOON'S MOUTH.

Aide: (Name of child), PUT {ONE / TWO / ...} {NUT / NUTS} IN THE RACCOON'S MOUTH.

Remember to put the nuts back into the holes after two or three performances.

Child: (Child does the action.)

5. Have pairs of volunteers respond to your directions:

Teacher: (Child 1), TELL (child 2) TO PUT {ONE / TWO / ...} {NUT / NUTS} IN THE RACCOON'S MOUTH.

Child 1: (Child 2), PUT {ONE / TWO / ...} {NUT / NUTS} IN THE RACCOON'S MOUTH.

(Child 2 does the action.)

EVALUATE

6. Increase the pace slightly to make the game a "speed test" and call on several children or pairs of children at random to respond to your direction. You may even want to divide your class into two "teams" for this part of the lesson.

Emphasize accuracy first then speed.

LESSON TEN: ART AND EVALUATION

THE GREEDY LITTLE BOY

OBJECTIVE:

The children will create a mural or individual pictures of their favorite part of the story, or of their favorite character.

EXPLANATION OF OBJECTIVE:

This lesson is intended to summarize the legend for the children. By producing pictures and completing their coloring sheet booklets, the children will be producing a record of the unit for them to keep, talk about, and refer to later. This activity should also facilitate concluding discussion about the legend and traditional Yakima culture with and among children as they work on their pictures.

MATERIALS:

Center-Furnished

filmstrip
7 picture story books

Teacher-Furnished

projector and screen
large mural paper
coloring sheets and booklet materials
small sheets of paper for individual children
crayons, pencils or paints

ADVANCE PREPARATION:

a) Arrange the children so they can work at their tables or on the mural, as they choose.

b) Have the art supplies ready to distribute.

c) It would be helpful to have one or two volunteer aides who know the story help with this lesson.

PROCEDURAL REMARKS:

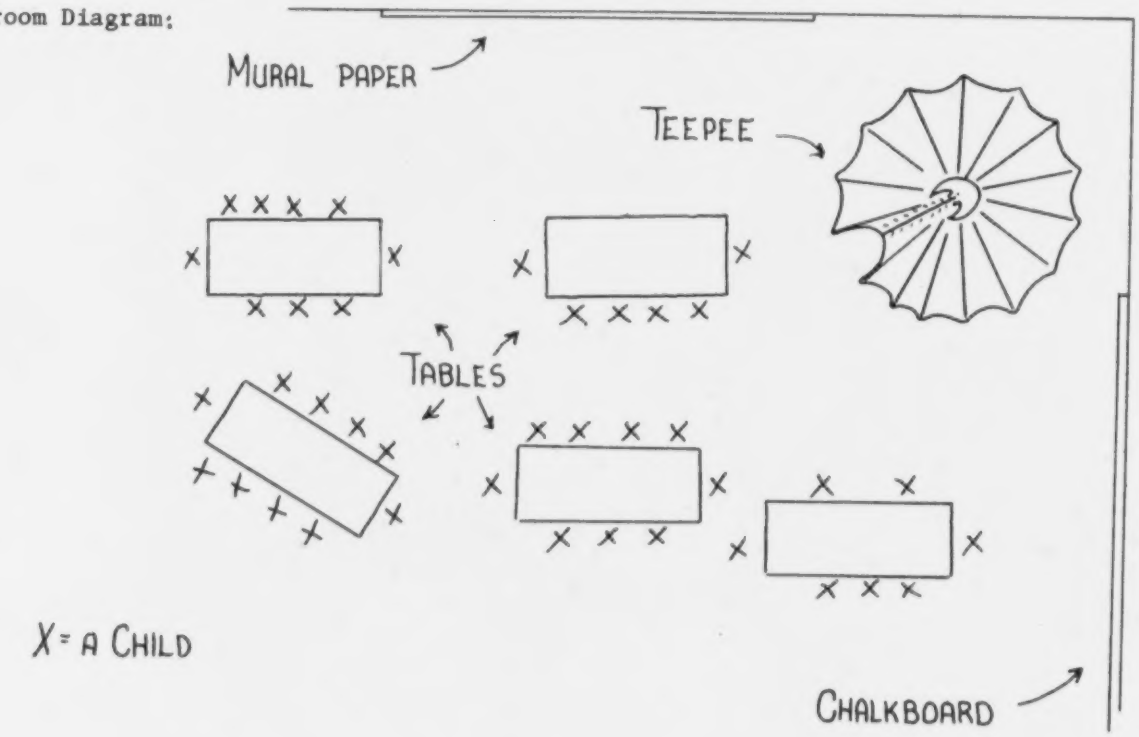
a) Keep the lesson as relaxed and supportive of discussion as possible.

b) Circulate to talk with individual children about what they are doing.

c) Encourage the children to share their ideas with each other as well as with you and your aides.

d) You may want to staple the coloring pages and drawings of each child together to the children have their own booklets about The Greedy Little Boy to take home. They would also enjoy making their own, individual covers if they haven't already done so.

Classroom Diagram:



Materials:

filmstrip and tape recording
7 picture story books
art supplies for mural and individual pictures

PRESENT

1. Distribute the picture story books, one to each group of children. Review the story with them, using the books. An alternative is to show the filmstrip and listen to the tape recording of the story one more time.

Have your aide and/or helpers do this at each group if you use the story books.

PARTICIPATE AND EVALUATE

2. Have the children choose to either work on a mural or to prepare their own individual pictures of the part of the story and the character or characters they like best. They may also want to complete their coloring sheet booklets.

   While they are working on their pictures, encourage them to talk about the story, both with you and your aides, and with each other.

   Allow the children to refer to the picture story books if they wish.

   Direct the discussion towards your children's reactions towards, and experiences with, the unit. Possible topics include:

   HOW DID TRADITIONAL YAKIMA PEOPLE STORE FOODS FOR WINTER?

   WHY WAS THIS IMPORTANT?

   WHAT DID THE GREEDY LITTLE BOY LEARN?

   WHAT DO YOU SUPPOSE THE GRANDMOTHER LEARNED?

   WHAT DID YOU LEARN ABOUT TRADITIONAL INDIAN PEOPLE AND THEIR LEGENDS?

   WHAT ELSE WOULD YOU LIKE TO KNOW?

PARENT ACTIVITY AND EVALUATION:

   Have the children take their pictures and/or Coloring Sheet Booklets home and discuss them and the story with their parents. If a child worked on the mural, invite his or her parents to come to the classroom so the child can talk about the mural with them.

   Encourage the parents to discuss the story with their children.

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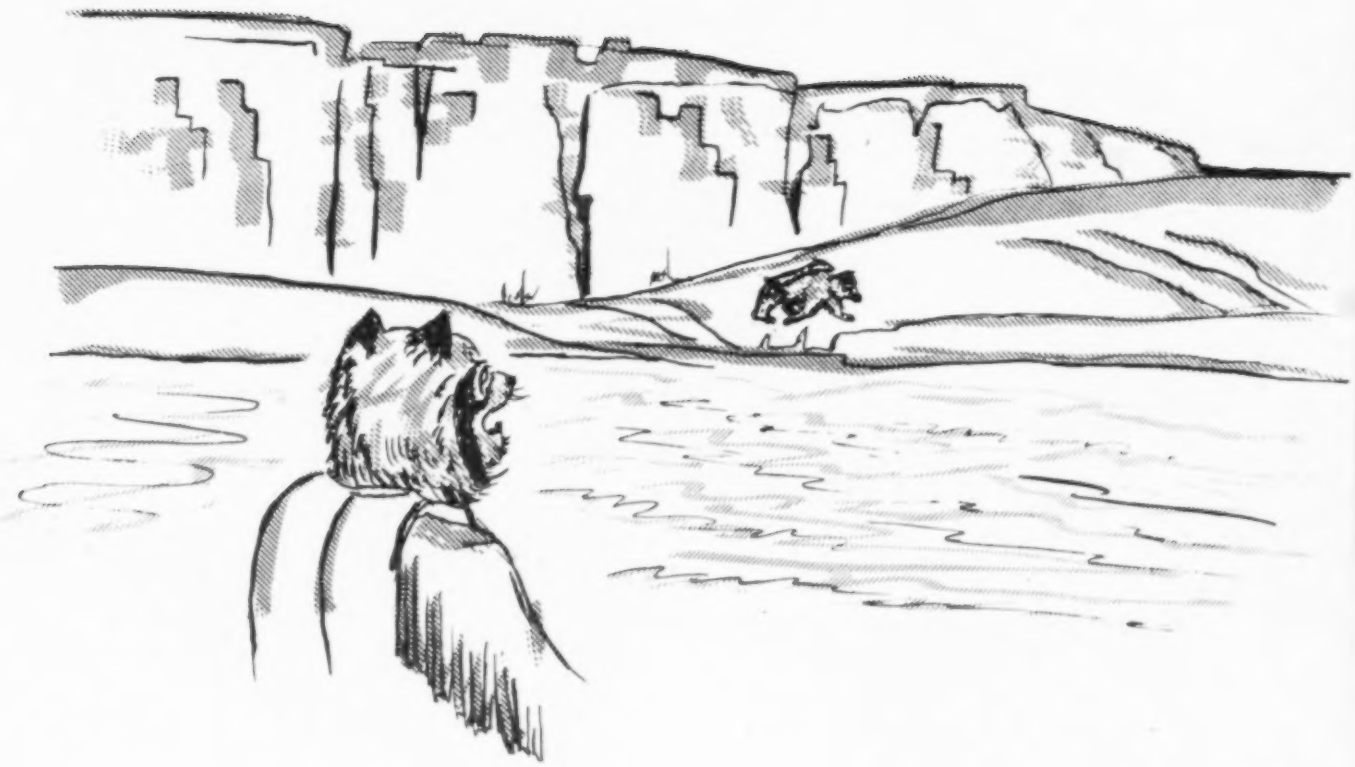
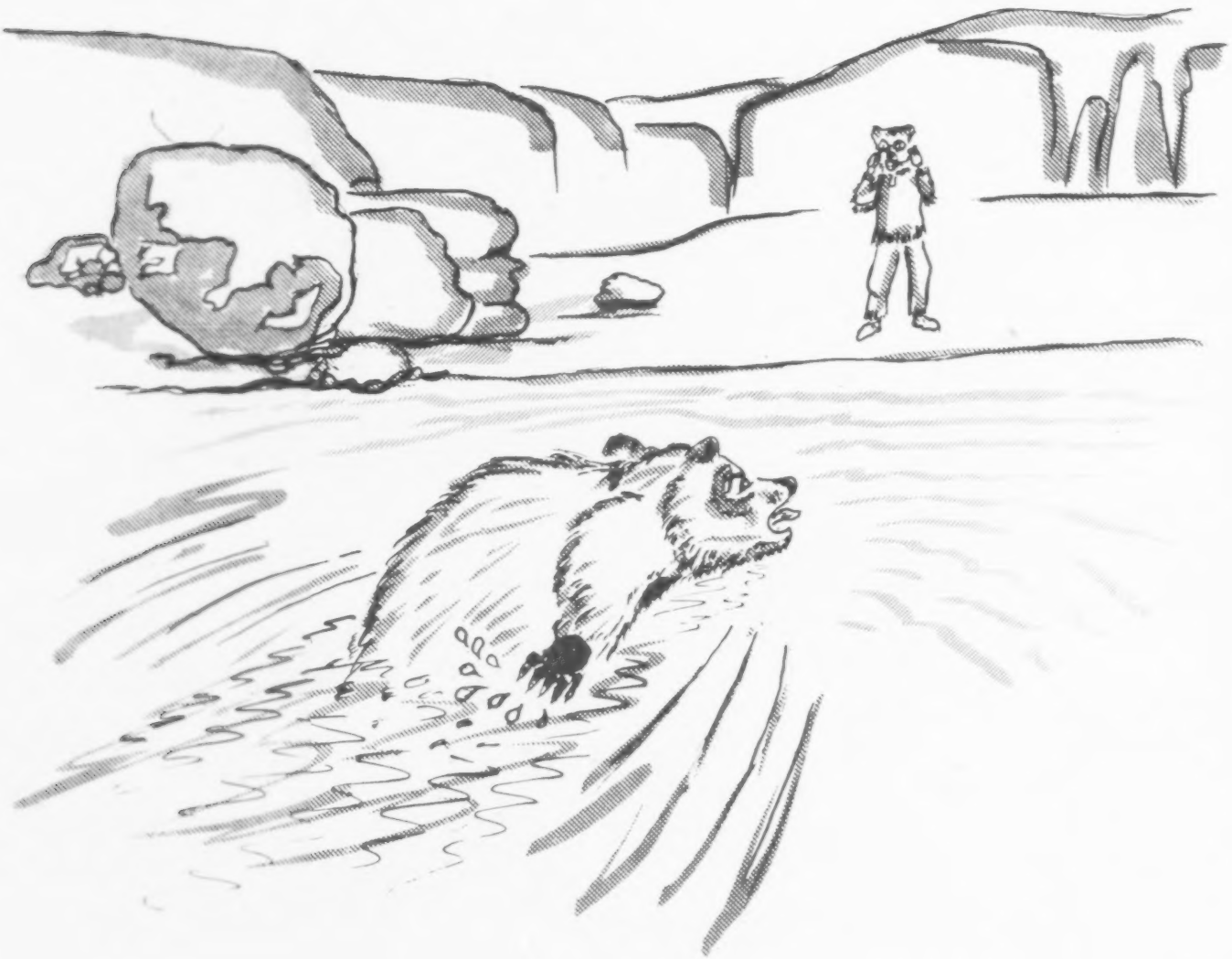
THE GREEDY LITTLE BOY

LEVEL A





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THE GREEDY LITTLE BOY

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LEVEL B

1972

"Hurry, Grandfather, hurry! He'll get away! Hurry! "Oh, that's alright. Let him get away. Let us sit here and rest."

Over there where the water covers most of the land now, there were five holes in the rocks. They looked like bowls. I will tell you an old story about them.

Once upon a time, a long time ago, there was a little boy who lived with his grandmother. He loved acorns.

Acorns, Grandma, Grandma!

"Those acorns are for our winter's food, Grandson. Quiet now!" "Please, Grandma?" "Alright, go get yourself one and a half acorns, and that is all. Just one and a half."

The little boy ran happily down where the acorns were buried. He dug up the acorns. He took one and a half acorns, covered up the hole and started for home.

But on the way home the little boy tripped. The acorns went way up into the air, and somehow they fell right into his mouth.

"Hmm, those acorns are good," he said. "I did not put them in my mouth. They fell into my mouth. That means I can go back and get one and a half more acorns."

So he ran back and dug up one and a half more acorns.

Again on his way home, he fell down and the acorns went high into the air and fell into his mouth. And what do you think he said?

"Mmm, those acorns are good. But I did not put them in my mouth. They fell into my mouth. That means I can go get myself one and a half more!"

This happened three more times. And the last time the little boy got so greedy that he started digging up all the holes and eating all their winter's food.

Grandmother was busy making a basket out of strings. A string broke. She said, "Ach, I broke my string. Something has happened to my grandson. I must go and see."

She took the long poker that she used to move rocks around in the fire with and started down to where her little grandson was.

When she reached her grandson she saw that he was well, but that he had eaten all the acorns. She became very angry. She said, "You have eaten all our acorns, all our winter's food! What will we eat this winter? We will die! We will die!

She began hitting the little boy with the poker. She hit him on the tail, many times, making big marks.

Then she hit him on the head right over both eyes and blackened them. The little boy fell to the ground.

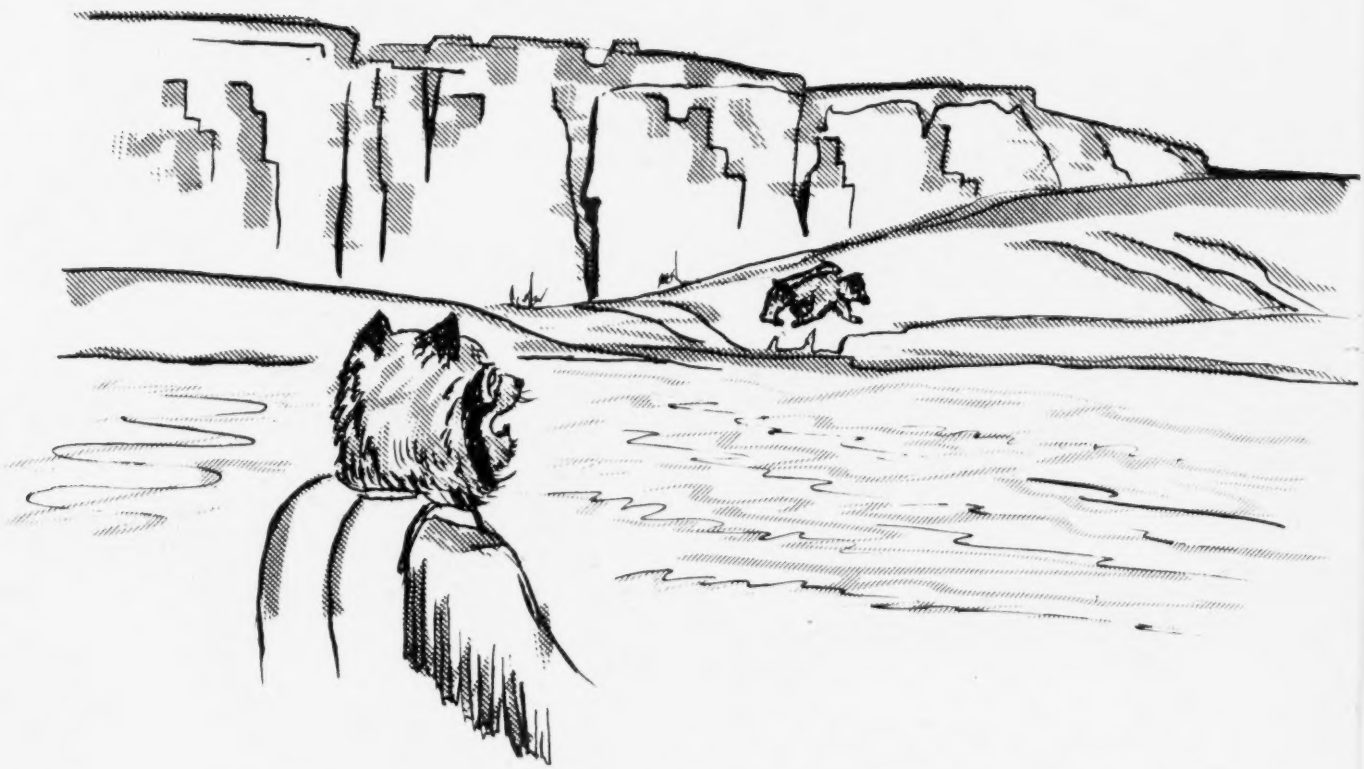
"Oh, what have I done," cried Grandmother. "I have killed my little grandson because of a few acorns. Ohhh!"

Grandmother went home. She cried and cried. "I killed my grandson! I did not mean to. I did not mean to!"

As the little boy lay on the ground, a magpie flew down upon him and began picking at his eyes.

"Oh, get away from here you magpie! I am not dead. My head! Oh, my head!"

Poor Grandmother. She was right. I was greedy. What I did was not right. How will we eat this winter? I must find some food for the winter.

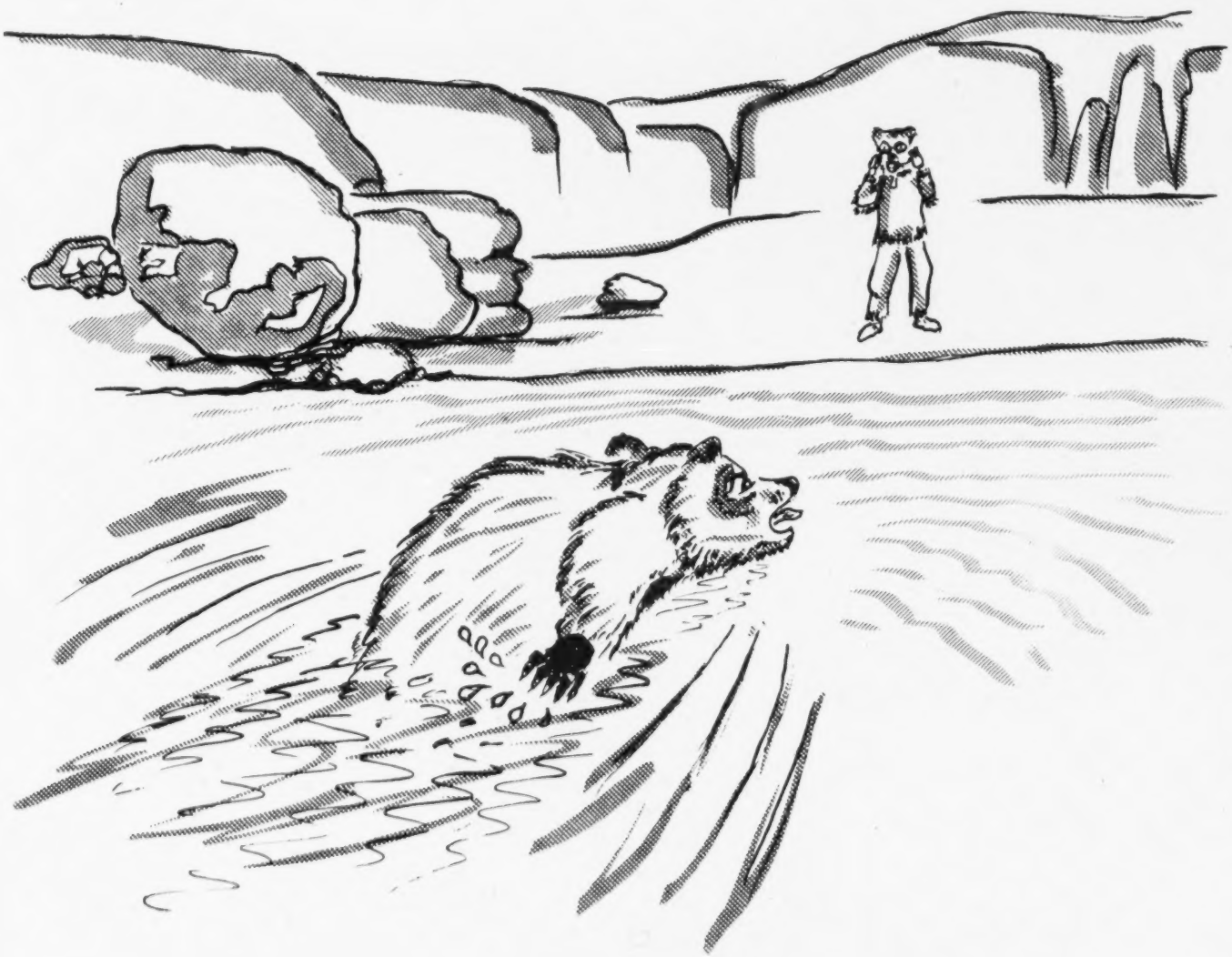


The boy began walking along the Columbia River. He looked across the river and saw a big grizzly bear on the other side.

The grizzly bear called across to him. "Where did you cross over the river?" The boy did not answer. "Where did you cross over the river?" asked the bear again. "Where!" The boy did not answer.

Again the bear asked, "Where did you cross over the river?"
The boy said, "It is none of your business, you big, ugly bear."
Again the bear said, "Where did you cross over the river?"

The bear had asked five times, "Where did you cross over the river?" But the boy did not tell him. Now he was very angry and began swimming across the river.



As the bear came swimming across the river, the little boy called to a monster in the river. "Swallow him up! Hurry, swallow him up. Swallow him up! Hurry! Hurry! Swallow him up."

When the grizzly bear got to the other side, he said, "What were you saying? Did you tell the monster to swallow me up?"

"Oh no, Mr. Bear. I was not saying 'Swallow him up.' I was saying 'Hurry up and get across the river or the monster will swallow you up.' I was saying hurry up."

The bear was very angry. He picked up the little boy and swallowed him!

What could the little boy do? He did not know how to get out. It was dark inside the bear. He was frightened. Then he remembered his arrow head and said, "I will cut my way out."

The little boy cut his way out of the big grizzly bear. The big bear died. The little boy ran home to his Grandmother and cried, "Grandmother, Grandmother! I have our winter's food - a great big grizzly bear." Grandmother was very happy.

"And that is why, Grandson, when you put something away for later, you save it until that day. Do not become greedy. Save it for the day you saved if for.

"Look, Grandpa! Look, Grandpa! There he is! There he is!